

I. List 3-5 Student Learning Outcomes for students enrolled in your program.

These should be broad overarching learning goals. They are bigger than objectives.

1. Demonstrate communication competency in a variety of contexts.
2. Understand the relationships between citizenship; diversity/pluralism, local community, global, and environmental awareness.
3. Analyze roles in teamwork, relationship management, conflict resolution, and workplace skills.
4. Become self-reflexive in managing self, managing changes, learning to learn, personal responsibilities, aesthetic responsiveness, and wellness.
5. Retrieve and manage information via technology.

II. Align the Program Level SLOs with the College Goals.

Briefly discuss how your program meets the goals of the college.

All Speech courses are stand-alone transfer courses to meet the Oral Communication, Critical Thinking, and/or Humanities requirement for a general education degree or transfer requirement. Specifically, Speech courses fulfill the following College-wide goals:

1. Institutional Excellence- SPCH courses offer opportunities for students to understand, practices, and work toward mastering skills sets in communicating with others. All SPCH courses contain critical thinking skills.
2. Academic Excellence- All SPCH courses are transferable to four-year institutions to meet one or more general education requirement. These courses transfer as either an Oral Communication, Critical Thinking, or Humanities requirement.
3. Faculty and Staff Excellence- Currently there are three full-time and three part-time faculty teaching in the SPCH discipline. Two faculty members have Master's Degrees and one has a Doctorate.
4. Community Responsiveness- The diverse communication courses offered through the SPCH discipline meet the needs of the community by enriching interpersonal, intercultural, small group, and public communication skills.
5. Diversity- The content of our courses allow multiple opportunities for students to grow and shape each others' perceptions in a safe environment.
6. Fiscal Responsibility- As a discipline, SPCH courses maintain high numbers of FTES from start to finish of each semester of every year. We maintain high standards and are available to our students during and after class instruction as faculty advisors, mentors, and communication consultants.

II. Assess the student success in your program.

How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.

Each Spring semester students enrolled in a SPCH course are surveyed at the end of the semester. Students are asked their beliefs about the learning outcomes listed on the course syllabus. The surveys are coded and entered into a data base using SPSS. Students are also asked an open-ended question on the most important thing they learned at the completion of the SPCH course. These findings are triangulated with distribution of grades and cap-stone assignments in applicable courses. See attached data from course level SLOs from 2002-2007.

IV. Document student success/achievement in the program.

Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)

Students self-report a high degree of success in achieving the SLOs at a course-level. The course-level SLOs correspond to the program level SLOs which are recommended by the League for Innovation in the Community College (supported by Pew Charitable Trusts). Many of the SPCH courses have a capstone assignment which spans the SLOs of both the course and the program. There are three factors that play a prominent role in student success:

1. High ratio of full-time faculty teaching in the discipline.
2. Class size and retention rates (approximately 25 students per instructor).
3. Almost all SPCH courses are taught in "smart" classrooms. Communication (called SPCH at College of Marin) is the number one transfer major from COM to our local four-year universities. Students leaving COM are successful in completing degrees from SFSU in the Communication Studies and Broadcast and Electric Communication Arts programs. In addition, students transfer to Sonoma State University, University of San Francisco, and University of California at Berkeley to continue their studies in our field.

V. Note areas for future improvement.

Address needs of program like curricular innovation, resource allocation, upgrading facilities, technology, unit allocation, staffing, etc.

The faculty are currently discussing adding a Gender and Communication course and reviving an Announcing for Television and Radio course. While the Gender course will need some time for development, we are waiting for COM to acquire the local public television station to revive the Announcing course. We have requested under the facilities section can-lighting in both of our classrooms so our students will no longer be presenting

PowerPoint slides in the dark. The speaker should always be clearly illuminated while communicating with his/her audience.

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